

WATERLOO ELEMENTARY

10457 Hwy.221S.
Waterloo, S.C. 29384

GRADES PK-5 Elementary School

ENROLLMENT 268 Students

PRINCIPAL Sherry Abrams 864-677-4670

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	55	4	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Average	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

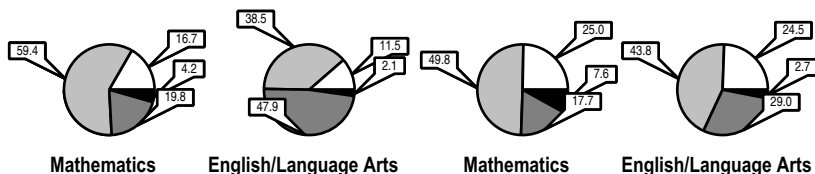
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

74.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	110	99.1	10.5	38.9	48.4	2.1	64.2	Yes	Yes
Gender									
Male	48	97.9	7.1	38.1	54.8	0.0	64.3		
Female	62	100.0	13.2	39.6	43.4	3.8	64.2		
Racial/Ethnic Group									
White	86	98.8	12.3	37.0	47.9	2.7	64.4	Yes	Yes
African-American	21	100.0	5.0	40.0	55.0	0.0	70.0	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	95	99.0	6.1	39.0	52.4	2.4	70.7		
Disabled	15	100.0	38.5	38.5	23.1	0.0	23.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	110	99.1	10.5	38.9	48.4	2.1	64.2		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	108	99.1	10.6	38.3	48.9	2.1	64.9		
Socio-Economic Status									
Subsidized meals	74	98.7	15.4	38.5	43.1	3.1	56.9	Yes	Yes
Full-pay meals	36	100.0	0.0	40.0	60.0	0.0	80.0		

Mathematics - State Performance Objective = 15.5%									
All Students	110	100.0	16.7	59.4	19.8	4.2	47.9	Yes	Yes
Gender									
Male	48	100.0	14.0	53.5	27.9	4.7	46.5		
Female	62	100.0	18.9	64.2	13.2	3.8	49.1		
Racial/Ethnic Group									
White	86	100.0	17.6	56.8	21.6	4.1	52.7	Yes	Yes
African-American	21	100.0	15.0	65.0	15.0	5.0	30.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	95	100.0	13.3	60.2	21.7	4.8	49.4		
Disabled	15	100.0	38.5	53.8	7.7	0.0	38.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	110	100.0	16.7	59.4	19.8	4.2	47.9		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	108	100.0	16.8	58.9	20.0	4.2	48.4		
Socio-Economic Status									
Subsidized meals	74	100.0	19.7	59.1	18.2	3.0	42.4	Yes	Yes
Full-pay meals	36	100.0	10.0	60.0	23.3	6.7	60.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	43	97.7	7.5	35.0	57.5	N/A	57.5
	Grade 4	37	100.0	18.8	62.5	18.8	N/A	18.8
	Grade 5	41	100.0	25.6	53.8	20.5	N/A	20.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	29	96.6	7.4	11.1	74.1	7.4	81.5
	Grade 4	46	100.0	14.3	47.6	38.1	N/A	38.1
	Grade 5	35	100.0	8.6	60.0	31.4	N/A	31.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	43	100.0	17.1	58.5	22.0	2.4	24.4
	Grade 4	37	100.0	28.1	56.3	12.5	3.1	15.6
	Grade 5	41	100.0	33.3	46.2	17.9	2.6	20.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	29	100.0	14.3	53.6	28.6	3.6	32.1
	Grade 4	46	100.0	26.2	57.1	14.3	2.4	16.7
	Grade 5	35	100.0	8.6	60.0	25.7	5.7	31.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 268)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.9%	Up from 5.2%	3.5%	2.7%
Attendance rate	96.1%	Up from 94.5%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.8%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%		3.6%	3.5%
Eligible for gifted and talented	1.8%	Down from 6.7%	9.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.6%	Down from 6.1%	9.3%	8.2%
Older than usual for grade	1.1%	No change	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 16)				
Teachers with advanced degrees	43.8%	Up from 37.5%	46.9%	51.4%
Continuing contract teachers	93.8%	No change	87.2%	87.5%
Highly qualified teachers**	100.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.4%	86.7%
Teacher attendance rate	94.9%	Up from 94.0%	94.7%	94.9%
Average teacher salary	\$37,775	Up 3.6%	\$39,923	\$40,760
Prof. development days/teacher	12.8 days	Up from 12.2 days	13.2 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	No change	18.3 to 1	18.9 to 1
Prime instructional time	90.1%	Up from 87.7%	89.5%	90.0%
Dollars spent per pupil*	\$5,572	Down 46.8%	\$6,090	\$6,044
Percent of expenditures for teacher salaries*	57.3%	Down from 65.0%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Waterloo Elementary School's third year proved to be one during which a strong bond among the faculty, students, and community was formed. The teachers and students feel an ever-increasing sense of pride in their school. The community has come to realize that within our school they will experience positive interactions, helpful hands, and even some good times. After three years, it seems that the brick and mortar have taken on new life. There is a sense of family at Waterloo Elementary reflecting our belief that the most effective teaching, the greatest learning, and the strongest community will be achieved only when all stakeholders work together as a team.

The P.T.O. contributes to the spirit of family at Waterloo. As this organization works to sponsor and to coordinate successful activities, the excitement builds in these volunteers. Due to their determination and their dedication to our school, they have become vital to the day-to-day success of Waterloo Elementary.

Through our book club and our discussions of best practices, Waterloo teachers learn together. We share our successes and even our failures as we work to improve instruction and enhance student achievement. Our efforts are making a difference. In May 2004, the Education Oversight Committee recognized Waterloo Elementary as a school that is "closing the achievement gap" among our different ethnic groups. However, we are not satisfied. Because our curriculum calibration study revealed that our assignments should be more challenging for our students, we are making "raising the bar" for student achievement a goal for the 2004-05 school year.

A new district initiative, Measures of Academic Progress (MAP), monitors our students' growth in reading, language usage, and math. MAP provides our teachers with information to meet the needs of individual students. The teachers also use the results of these assessments to conference with students and help them set goals for learning. We are finding that goal-setting with our students creates a sense of ownership of their academic accomplishments.

Waterloo Elementary, a family of learners, values the support of the Waterloo community. Together we strive to provide the educational opportunities that will guarantee our students a future filled with promise and success.

Sherry Roberson, Chair SIC

Sherry Abrams, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	34	33
Percent satisfied with learning environment	100.0%	100.0%	84.8%
Percent satisfied with social and physical environment	100.0%	91.2%	93.9%
Percent satisfied with home-school relations	95.0%	97.1%	72.7%

*Only students at the highest elementary school grade level at this school and their parents were included.